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ABSTRACT

This book addresses the practical management of higher education teaching and learning as it is related to any subject. The volume stresses principles of the reflective practitioner model--open-mindedness, responsibility, and wholeheartedness. Chapter 1 introduces the book and its concept of teaching as a management process. Chapter 2 focuses on models of student learning. Chapter 3 explores personal development and the development and monitoring of interpersonal skills. Chapter 4 looks at models of monitoring student progress and the use of records of progress and achievement to support deeper levels of learning. Chapter 5 focuses on practical issues of reflective teaching and its context. Chapter 6 deals with open learning and its relationship to assumptions about teaching and the politics of knowledge. Chapter 7 focuses on aids to learning in the context of reflective practice in particular how such aids may be used to encourage deeper learning. Chapter 8 focuses on counseling skills and student support. Chapter 9 addresses ways to support equal educational opportunities. Chapter 10 explores evaluation methods. Chapter 11 explores how to set up action research. Chapter 12 links the main issues in the book with the reflective practitioner model. Includes an index. Each chapter contains references. (JB)

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